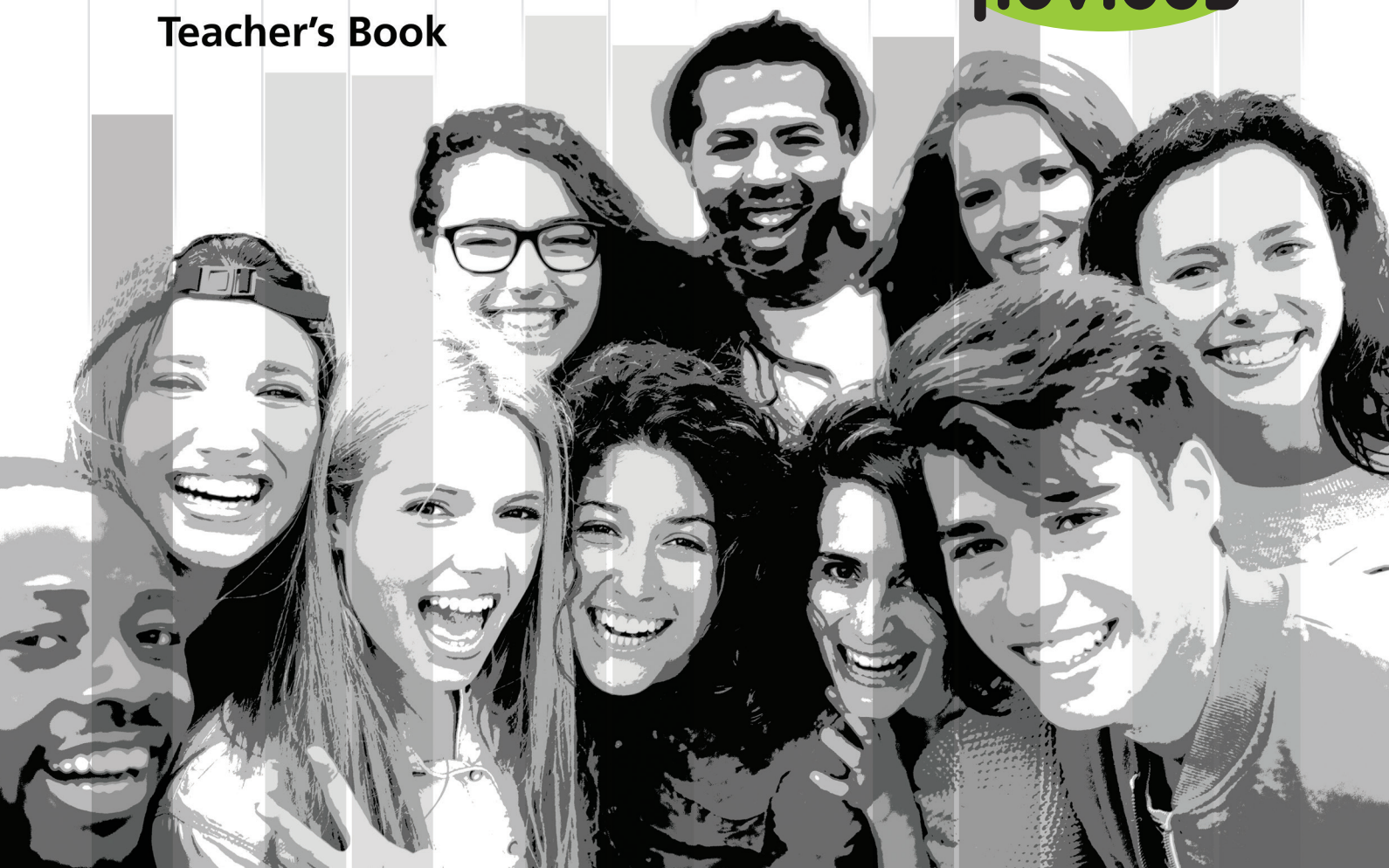


NOCN

Peter Fullagar - Jenny Dooley

Teacher's Book

Revised



EXAM PREPARATION & PRACTICE TESTS

B1

nocn



Express Publishing

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Preparation tasks

Listening

Part 1

In the first part of the listening section, candidates hear a question or a statement that does not appear in the test book. Candidates must choose from 3 possible answers the best response. There are 10 items which candidates hear twice. Total marks: 10

Preparing for the task: *predicting the question or statement*

STUDY SKILLS

Before the recording is played, you have two minutes to read the possible answers and prepare yourself for what you will hear. While reading the options focus on keywords and try to predict the question or statement that will be said in the audio. This will help you focus on what to listen for.

- 1 a) Read the answer options below. Underline the keywords. What could the question or statement be about?
- a Don't worry, I have lots of time to get there.
 - b I'm sorry, there was a lot of traffic.
 - c Oh no! I'm going to be late.

See suggested answers section

b) Using the underlined words in Ex. 1a which question below do you think could be on the audio?

- 1 Is ten o'clock okay for you?
- ② Why are you late?

Preparing for the task: *determining the function of the question/statement*

STUDY SKILLS

When you hear the questions/statements listen carefully for words that indicate the language function being tested to help you focus on the correct type of response. Questions or statements test a variety of language functions including responding to news, complaints, invitations and thanks as well as giving opinions, directions, explanations and information.

- 2 a) Read the questions/statements below. Pay attention to the words in **bold**. Which question/statement 1-4 is: giving news, making a complaint, asking for an opinion, asking for an explanation?

- 1 What happened to your hand?
- 2 Do you like my new haircut?
- 3 I got an **A** on my English test!
- 4 I'm afraid **there is a problem** with the TV I bought.

See suggested answers section

b) Now match the correct questions/statements (1-4) from Ex. 2a to their correct response (a-d) below.

- a That is fantastic! 3
- b Yes, it really looks great. 2
- c I cut it on some glass. 1
- d What's wrong with it? 4

Preparation tasks

Preparing for the task: understanding the lexical/grammatical features of an exchange

STUDY SKILLS

Items may also test vocabulary and grammar at this level. So check that your answers are grammatically correct in relation to the question/statement. Pay attention to the context of the question/statement when deciding between different vocabulary options.

3 a) Look at the question below. What verb tense is it in? What verb tense should the response be in?

- 1 Did you go to the theatre last night?
The verb is in the past simple – the response should be in the past simple as well.

b) Look at the possible answers below. Which is the correct answer? Why?

- a Yes, we will go soon.
b Yes, I have gone there.
c Yes, I did go. *C is correct because the question requires an answer in the past simple tense.*

4 a) Read the question below paying attention to the underlined words. What is the question asking about? Check (a, b or c).

- 1 What kind of juice can I get you?
a a brand of juice preferred _____
b a type of juice preferred ✓
c a drink preferred _____

b) Which kind of word answers the question from Ex. 4a? Check a, b or c.

- a a word referring to a flavour ✓
b a word referring to a colour _____
c a word referring to a type of drink _____

c) Which is the correct answer (a, b or c) to the question from Ex. 4a?

- a purple **b** apple c cola

5 You will hear ten sentences twice. Choose the best answer in each situation. Now read the answers. You have two minutes to read the answers. Now listen to the recording and select the best answer. Mark the answer on the mark sheet.

- 1 a I love watching films.
b Sure, I'd love to.
c I'm very excited for you.
- 2 **a** Twice a week.
b At 3 pm today.
c Next week.
- 3 a Good luck tonight!
b That's great news.
c That's a great idea.
- 4 a It is a comedy.
b I don't know when it's playing.
c It was nothing special.
- 5 **a** Yes, it's very close.
b Yes, we have the book.
c Yes, it's open every day.
- 6 a No, I didn't have it.
b Sorry to hear that.
c I didn't like it at all.
- 7 **a** I have a test tomorrow.
b I can't be late.
c Sure. We can meet later.
- 8 **a** What exactly is the problem?
b That's terrible news.
c I hope you are okay.
- 9 a So, what do you think?
b That's not a problem.
c Thanks for the advice.
- 10 **a** A slice of cake.
b A glass of milk.
c A cup of sugar.

Preparation tasks

Listening

Part 2

In Part 2 of the listening section, candidates listen to two conversations twice. They must answer 10 multiple choice questions (5 items for each conversation) choosing the best answer from three options. Total marks: 10

Preparing for the task: listening for specific information/detail

STUDY SKILLS

You have two minutes to read through the questions and answer options before listening to the recording. This will help you prepare for what to listen for. While the recording is being played, listen for answers to the questions and match what you hear to the appropriate option. For some questions, the recording may hint at the other options, but only one correctly answers the question. Remember, the questions can appear in any order and the answers can come from anywhere in the conversation.

- 1** a) Read the question and the answer options below. What do you think the conversation is about? Underline the keywords in the question that show what to listen for.

What position is John applying for?

- a manager
- b accountant
- c salesman

See suggested answers section

- b) Read a part of a conversation. Which of the underlined sections answers the question in Ex.1a?

Mr Walker: Hello John, I'm Mr Walker, the manager. Please have a seat.

John: It's very nice to meet you.

Mr Walker: So John, I see here on your résumé that you have some experience in sales.

John: Yes, that's correct but I'm interested in the job as an accountant.

Mr Walker: Well, let me explain the job requirements.

The underlined section which answers the question is: ... I'm interested in the job as an accountant.

- c) Read the answer options from Ex. 1a again. Which option matches the answer in Ex. 1b? Are the other options mentioned in the conversation?

Preparing for the task: Listening for phonological differences

STUDY SKILLS

Some questions in Part 2 of the listening may test phonological awareness (the sound structure of words). In such questions, the three answer options will be the same and differ only in spelling or one word. For these questions, underline the differences in the options and listen carefully to the recording for the specific vocabulary from the options. Choose the option that best resembles what you hear in the recording.

- 2** a) Read the question and the answer options below. Find the differences in the options and underline them. What sounds should you be listening for?

Where does Jane volunteer?

- a) Friends of the Panda
- b) Friends of the Planet
- c) Friends of the Plants

I should be listening for the sounds 'L', 'D', 'T' and 'S'.

- b) Listen to an extract taken from the audioscript and choose the correct answer in Ex. 2a.

Preparation tasks

- 3** You will hear two conversations. You will hear them twice. You have two minutes to look at the questions for both conversations.

Now listen to Conversation 1

Conversation 1

- 1 Where did Margaret learn about the museum programme?
 - a On the radio.
 - b** In the newspaper.
 - c From a friend.
- 2 Why does Margaret want to go to the museum?
 - a She has never been there before.
 - b To watch a film.
 - c** For the dinosaur exhibit.
- 3 What is in front of the museum?
 - a a theatre
 - b** a bus stop
 - c a café
- 4 What time are they meeting to go to the museum?
 - a** 11 o'clock
 - b 5 o'clock
 - c 10 o'clock
- 5 Who else might go with them?
 - a Margaret's mother
 - b** Jim their friend
 - c Kevin's sister

Now listen to Conversation 2

Conversation 2

- 1 How many flights are there to Rome?
 - a** Four flights per day.
 - b One flight per day.
 - c Two flights per week.
- 2 What is Mrs Blake worried about?
 - a missing her flight
 - b losing her passport
 - c** losing her luggage
- 3 Where in the city does Mrs Blake want to stay?
 - a Close to the museums.
 - b** By the shopping area.
 - c Near to the Colosseum.
- 4 What does the travel agent recommend to Mrs Blake?
 - a a hotel
 - b a tour group
 - c** a restaurant
- 5 What is the name of the tour company that Mrs Blake chooses?
 - a** Spotlight City Tours
 - b Starlight City Tours
 - c Skylight City Tours

Preparation tasks

Listening

Part 3

In Part 3 of the listening section, candidates listen to two broadcasts twice. They must answer 11 multiple choice questions (six items for broadcast one and five items for broadcast two) based on what they hear. There are three answer options to choose from for each question.

Total Marks: 11

Preparing for the task: determining the focus of a question

STUDY SKILLS

In this task you have to extract key information from two different broadcasts. Questions may test detail, opinion or main idea. It is therefore necessary to read all the questions and answer options to be prepared for what you will be listening for. Remember, when you read the questions, look for and underline the keywords that indicate what information the question is asking for.

- 1** Look at the questions below and underline the keywords. What is each question asking you to listen for: *detail, opinion or main idea*? Which words helped you decide?

- 1 What does George think about technology in our lives?
- 2 What happened to the city's library?
- 3 What is the broadcast about?

See suggested answers section

Preparing for the task: Identifying an opinion/ Main idea in a broadcast

STUDY SKILLS

For questions that are about opinion, listen for language that expresses an opinion such as: *I feel/ think, I agree/disagree, I believe, I am sure*, etc. You may also be asked to identify the main idea. For this, listen for information that is presented throughout the broadcast that indicates the overall idea. Be careful, as some answer options may be mentioned in the broadcast but they do not represent the overall meaning.

- 2** a) Read the question below and the answer options. Underline the keywords in the question.

What does the speaker think about recycling in schools today?

- a School bins are the perfect solution.
- b Schools should get students more involved.
- c Recycling projects in schools are excellent.

- b) Read the extract from a recording below. Circle the relevant information concerning the opinion asked about in Ex. 2a.

Recent reports show that school recycling is improving following the increase in recycling bins in most district schools. I feel, though, that more can be done to get students involved in community recycling. For example, schools could develop extracurricular programmes that get students to help their community. These could include organising a day for students to pick up rubbish or collect clothing for charity.

- c) Which option from Ex. 2a matches the opinion in Ex. 2b. **b**

- d) Read the extract again. Which statement (a-c) relates to what it is mainly about? What words helped you decide?

- a The effectiveness of school recycling.
- b The benefits of community recycling.
- c** The need for students to do more recycling.

See suggested answers section

- e) Which is NOT mentioned as an extra curricular programme?

- a** recycling contest
- b clothing collection
- c rubbish pick up day

Note

You may also be asked whether information, is or is NOT mentioned in a recording. Read the items carefully and listen to see if they are said.

Preparation tasks

- 3** You will hear two broadcasts. You will hear them twice. You have two minutes to read the questions of both broadcasts.

Now listen to Broadcast 1

Broadcast 1

- 1 What is the broadcast about?
 - ☒ a preventing cybercrime
 - ☐ b the danger of cybercrime
 - ☐ c the cost of cybercrime
- 2 What is the yearly cost of cybercrime?
 - ☐ a 5 billion
 - ☒ b 500 billion
 - ☐ c 39 billion
- 3 Who is most often the victim of information theft?
 - ☐ a companies
 - ☒ b private individuals
 - ☐ c governments
- 4 How does cybercrime hurt governments?
 - ☐ a Money is stolen from them.
 - ☒ b Their operations are shut down.
 - ☐ c Their computers are destroyed.
- 5 Which type of cybercrime is easy to stop?
 - ☒ a The hacking of a webcam.
 - ☐ b The use of stolen identity.
 - ☐ c The stealing of information.
- 6 What does Sergeant Willis think about cybercrime?
 - ☒ a It needs to be taken more seriously.
 - ☐ b It will reduce over time in the future.
 - ☐ c Governments need to do more to punish it.

Now listen to Broadcast 2

Broadcast 2

- 1 What is the broadcast mainly about?
 - ☐ a Life in the Bronze Age.
 - ☒ b A unique archaeological site.
 - ☐ c Usual archaeological finds.
- 2 How old was the village that was discovered in Britain?
 - ☒ a 3.000 years old
 - ☐ b 30.000 years old
 - ☐ c 10.000 years old
- 3 Why is the village in Britain called the British Pompeii?
 - ☐ a Because it is as old as Pompeii.
 - ☐ b Because it was destroyed like Pompeii.
 - ☒ c Because it is well-preserved like Pompeii.
- 4 How does one head archaeologist feel about the archaeological site?
 - ☒ a It shows well how the people lived then.
 - ☐ b The items found are incredibly unusual.
 - ☐ c The site is mysterious and doesn't show a lot.
- 5 What is NOT mentioned as a cause for the village fire?
 - ☐ a an accident.
 - ☒ b a natural disaster.
 - ☐ c an attack.

Preparation tasks

Reading

The reading section is made up of 31 multiple choice questions divided between 4 texts. Text types will include narratives, instructions, descriptions, explanations, biographies, articles and discursive texts. The questions will test a variety of functions including purpose, detail, vocabulary, and recognising errors in spelling, punctuation and grammar.

Preparing for the task: recognising the purpose of texts

STUDY SKILLS

Reading texts will often include a question about the author's purpose for writing the text, such as to persuade, to instruct, to inform, to entertain, etc. The purpose depends on the type of the text. Some options may be true for one point in the text but not about the text as a whole. To find the correct answer, look for the option that is true for the text as a whole or addresses the main point of the text.

- 1 a) Read the descriptions and decide which choice (a, b or c) would be the purpose for writing each type of text.
 - 1 A recipe for how to make chocolate cake
 - a to persuade
 - ☒ b to instruct
 - c to inform
 - 2 A text about an endangered animal
 - ☒ a to inform
 - b to persuade
 - c to entertain
 - 3 A narrative of a funny story
 - a to inform
 - ☒ b to entertain
 - c to instruct
 - 4 An article arguing the importance of eating vegetables.
 - a to entertain
 - b to instruct
 - ☒ c to persuade

- b) Read the paragraph below and underline the main point of the paragraph as a whole. Then, paying attention to the part that you underlined, decide what the author's purpose (a, b or c) is.

Edinburgh Castle has a long and interesting history. Archaeologists believe there was a hill fort on the site as early as the Bronze Age. In the middle ages, the castle was first built to protect people in times of war. By the 12th century, Scotland's important papers were kept there. Today, it is one of the city's most popular tourist attractions.

- a to persuade people that the castle is the city's top attraction
- b to entertain people with a story of war
- ☒ c to inform people about the castle's past

Preparing for the task: locating information

STUDY SKILLS

Many reading questions will ask you to find specific information in the text. These questions sometimes have distractors. It is important to scan the text to find each of the names, numbers or other items mentioned in the choices. If more than one of the choices are mentioned in the text, you should be able to say why **each** of the distractors is **not** the correct answer.

- 2 a) Read the answer choices (a-c). Then scan the text on the following page. Find and underline the numbers. What does each number refer to?
 - 1 How old was Einstein when his family moved to Switzerland?
 - a 7
 - b 14
 - c 15

See suggested answers section
 - b) Now read the question and choose the correct answer. Can you explain why the other answers are incorrect? ☒ c

See suggested answers section

Preparation tasks

Note

You may also be asked about what a text suggests either directly or indirectly. Such items might include paraphrased statements or summaries of important points without using the exact words.

3 Read the text. Answer the questions.

Albert Einstein

Albert Einstein was born on March 14, 1879, in Ulm, Germany. His family moved to Munich in 1880, and then 7 years later, when Einstein was 15, they moved to Switzerland.

Einstein was very good at mathematics and physics from a young age, though he sometimes had trouble at school. A tutor gave Einstein a book on geometry when he was 12, and he began to teach himself. By the time he was 14, he had mastered calculus. At 15, he dropped out of high school. Luckily, his high test scores got him a place in college in Switzerland anyway.

When he finished his studies, he looked for work as a teacher for several years with no success. Finally, he got a job in a patent office. Working there gave him time to think and work on his ideas. In 1905, he had a great year: he published four papers and also got his doctorate at university. One of the papers was about the general theory of relativity, which changed physics forever.

Einstein quickly became very famous. In 1921, he won the Nobel Prize for physics. He travelled and spoke about his work all around the world. Then, when World War Two began, he moved to the USA and worked at Princeton University. He stayed there until his death in 1955. To this day, he is considered the most important physicist of the 20th century.

- | | |
|--|--|
| <p>1 The purpose of this text is to</p> <ul style="list-style-type: none">a entertain readers.b persuade readers.c inform readers. <p>2 In what town was Einstein born?</p> <ul style="list-style-type: none">a Germanyb Ulmc Munich <p>3 Einstein began to study maths by himself when he was</p> <ul style="list-style-type: none">a 12b 14c 15 | <p>4 The text suggests that Einstein:</p> <ul style="list-style-type: none">a should have worked in a school.b used his time well at the patent office.c was unhappy at university. <p>5 Einstein won the Nobel Prize in</p> <ul style="list-style-type: none">a 1095.b 1921.c 1955. |
|--|--|

Preparation tasks

Preparing for the task: *vocabulary*

STUDY SKILLS

Questions testing vocabulary are usually straightforward if you know the words. If you are unsure, it can help you to decide which options are definitely incorrect. In order to do this, find the word in context. Is it positive or negative? If it is positive, you can eliminate negative options. **Note:** When answering questions on vocabulary, always make sure you know if it is asking for a synonym or antonym.

- 4** Read the options (a-c). Are they positive or negative words? Then read the sentence and decide if the word missing is positive or negative. Which option best fills the gap? Why?

- a confusing
- b amusing
- c anxious

See suggested answers section

Though the film was a thriller, it was also **b** and we had a great time as we watched it.

- 5** Read the question stems below. Are they asking for synonyms or antonyms?

- 1 The word 'accurate' on line 4 is the opposite of:
- 2 In the text, the phrase 'catch up with' has the same meaning as:
- 3 Which word could replace the word 'place' on line 12?
- 4 What word could mean the opposite of 'main' in the second paragraph?
- 5 In the text, what is the meaning of 'fasten' on line 21?
- 6 The word 'care' on line 26 means:

See suggested answers section

Preparing for the task: *finding errors*

STUDY SKILLS

Try to notice errors the first time you read a text; that is when they will be most obvious. As you read, underline anything that does not seem right. Later, look carefully at each line mentioned in the options.

When looking for **grammar errors**, read the entire sentence, even if it is not on the line mentioned in the task. Check verb tense and verb/subject agreement as these are frequently tested.

When looking for **spelling errors**, pay attention to doubled consonants, and letters with similar sounds such as s, c and k.

When looking for **punctuation errors**, check if a sentence is a question, or if it is incomplete.

- 6** a) Read the sentences and say whether there is a grammar, spelling or punctuation error, or if there is no error.

- 1 The old woman carefully locks her door each night.
- 2 It is a beautiful day today, they are going to the beach.
- 3 The children on the bus always makes a lot of noise.
- 4 He could not drink the tea because there was too much sugar in it.
- 5 She asked someone for help her carry the boxes.

See suggested answers section

- b) Read through the paragraph and underline any errors that you see. How many can you find? What kind of errors are they?

I had a really fantastic holiday in London. There is so much too do and see their! I went to a lot of museums and eat great food ever day. Have you been anywhere interesting recently. Write bak and let me knew.

See suggested answers section

Preparation tasks

7 Read the text. Answer the questions.

How to make apple crumble

Ingredients:

Filling

3 medium-sized apples

2 tbsp sugar

a pinch of cinnamon

Crumble

100g plain flour

75g rolled oats

110g sugar

110g cold butter

Heat the oven to 190°C.

Slice the apples and put them in a baking dish. You can peel the apples, but you don't have to.

Add the cinnamon and 2 tbsp sugar.

To make the crumble, put the flour, oats, and sugar in a bowl.

Cut the butter into pieces then mix it into the flour, oats and sugar using your fingers. Mix until it looks like bread crumbs, but don't mix it _____.

Pour the crumble mix over the apples. The crumble should completely cover all of the apple pieces.

Press it down gently.

Bake for 35-40 minutes. Until the top is a golden colour.

Let it cool for 10 minutes and serve with cream or ice cream.

1 What does 'tbsp' on line 6 mean?

- a teaspoon
- ☒ b tablespoon
- c two spoons

2 There is a grammar mistake on:

- ☒ a Line 15
- b Line 18
- c Line 23

3 Which word could best fill the gap on line 19?

- a enough
- ☒ b too much
- c well

4 There is a spelling mistake on:

- ☒ a Line 12
- b Line 13
- c Line 20

5 What is the opposite of the word 'completely' on line 20?

- a totally
- b possibly
- ☒ c partly

6 The best word to replace 'press' on line 21 is:

- a put
- ☒ b push
- c drop

7 Which line has a punctuation error?

- a 16
- b 20
- ☒ c 22

Preparation tasks

Writing

The writing section includes two tasks.

The first could be a formal letter/email, review, blog, article, essay, report or argument for a specific audience. It should include two specific content points.

The second could be an informal letter/email, diary entry, review, blog, narrative or descriptive text for a specific audience.

The first task (formal writing) has two options to choose from and the second (informal writing) has only one.

Preparing for the task: rubric analysis

STUDY SKILLS

Always read the rubric and the bullet points carefully and underline the keywords/phrases. This will help you decide on what type of writing you are going to do, who it is for, and what exactly you will write about. After you have read the rubric, take a few minutes to plan your text before you start writing.

1 Read the tasks (A-F) and underline the keywords. Then, for each rubric, answer questions 1-4.

A Write an article for a school/college magazine about a film or theatre performance you saw recently.

You could write about:

- What the film/theatre performance was about.
- What you liked best about it.
- What you didn't like about it.
- What could have been improved.

Write **75-100 words**.

B Write a letter to your local council asking them to develop more recycling facilities for your community.

You could write about:

- What recycling facilities your area needs.
- Where these facilities could be located.
- How the council could raise money to do this.

Write **75-100 words**.

C Write a blog about an interesting site people can visit in your area.

You could write about:

- What the site is and where it is located.
- What you can do or see there.
- Why it is a good place to visit.

Write **100-125 words**.

D Write a report for your local community safety team about risks pedestrians face when crossing the road in your area.

You could write about:

- What the main risks are.
- How roads could be made safer.
- How the changes will benefit people.

Write **75-100 words**.

E Write an essay for your teacher about the advantages and disadvantages of tablet computers as study aids for teens.

You could write about:

- What study benefits tablets offer teens.
- Why they might create problems in class.
- Whether teens should have a tablet at school.
- What advice you could give to teachers.

Write **75-100 words**.

F Write a review of a book you have recently read for your school newspaper.

You could write about:

- The main points of the plot.
- The central characters.
- What made you choose to read the book.
- Why you would/wouldn't recommend it.

Write **100-125 words**.

- 1 Who are you writing to and why?
- 2 What style will you write it in?
- 3 What points should you cover?
- 4 How many words should you write?

See suggested answers section

Preparation tasks

Letters, emails

Letters/Emails can be formal or informal depending on who we are writing to. Reasons for writing them include: **giving news, giving/accepting/refusing invitations, asking for/giving information, applying for a job, asking for/giving advice, suggesting, expressing preference**, etc.

OUTLINE FOR LETTERS/EMAILS

Greeting

Paragraph 1

opening remarks, reason(s) for writing

Paragraph 2, 3

development of the topic

Paragraph 4

closing remarks

Sign off

FORMAL STYLE

Greeting: Dear Sir/Madam, – Dear Mr Jones,

- **serious, impersonal style** (e.g. *It is with great regret that I must decline your kind invitation.*)
- **complex sentence structure** – frequent use of **passive voice** – **formal linking words** – **no colloquial language** – **advanced vocabulary** – **no short verb forms** (e.g. *The waiter in question, a young, tall, fair-haired gentleman, then claimed that I would be required to pay.*)

Sign off: Yours faithfully, Yours sincerely, (our full name)

INFORMAL STYLE

Greeting: Dear Tim/Aunt Lisa/Dad, etc.

- **friendly, personal style** (e.g. *How are you doing?*)
- **frequent use of colloquial expressions, idioms, phrasal verbs, short verb forms** (e.g. *The exercise was a piece of cake.*)
- **pronouns are often omitted** (e.g. *Hope you're OK.*)
- **chatty language** (e.g. *Hope all is well with you.*)
- **simple linking words** (e.g. *and, but, so*)

Sign off: Best wishes, Bye, Write soon, etc. (our first name)

Note

Emails include your email address, the email address of the person you are writing to and the subject.

Emails

From: Ian.Jones@rapidnet.co.uk sender's email address
To: Jeff.Sims@fastmail.com receiver's email address
Subject: The office party the topic

Letters

Note

Formal letters include your address, the address of the person you are writing to and the date. Informal letters only include your own address.

Contact name known

your full name

Scott Fields
17 Oakview Street,
London, W1 5DS
5th June 20... address

contact name

Mrs June Vickers,
Sales Manager, job title
Smith Associates,
155 Forest Road, address
London, SE5 6ET.

Dear Mrs Vickers,
.....
Yours sincerely, when contact name is known
Scott Fields

Contact name not known

your full name

Scott Fields
17 Oakview Street,
London, W1 5DS
5th June 20... address

job title

Sales Manager,
Smith Associates,
155 Forest Road, address
London, SE5 6ET.

Dear Sir/Madam/To whom it may concern
.....
Yours faithfully, when contact name is not known
Scott Fields

NOCN

Revised

EXAM PREPARATION & PRACTICE TESTS

B1

The book is aimed at candidates preparing for the **NOCN ESOL** International Intermediate examination (CEFR level B1).

The Student's Book contains:

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